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MINNESOTA LIBRARIES



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Volume XV

June, 1946

Number 2

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MINNESOTA LIBRARIES

Volume XV

JUNE, 1946

Number 2

Now is the Time!

For some time we have been hearing about the application of the new profession of public relations to the work of the library. We have worked overtime telling the public about the business of the library in our own little narrow sphere by displays, news stories and progress reports. We have a "good library." Ivy Lee, reputed to be the father of public relations, has said that "public relations is not merely talking about your business, it is doing something about your business." A business to succeed must have a good product which must be properly presented to those who can use it. Millions of Americans will welcome our product—equalizing library opportunities for all—but to make it available we must have a plan, organize our resources, call on our friends and sell our product to the people of America.

On March 12, the Public Library Service Demonstration Bill was introduced into Congress. The groundwork is laid. The real task lies before us in day by day working to have the bill enacted. The process is fundamentally an educational one: to inform the people in each community about it and then have them do something about it. Librarians are ideal dispensers of information; if we did not believe this, we would not be librarians. Here is an opportunity. First of all, we must pledge ourselves and our constituents to get behind the bill and support it. We must read it, know the facts, study its numerous implications so that we can explain its benefits to the public.

In spite of some fine buildings and good service, the over-all picture of library conditions in the United States is not a pretty one, with more than 35,000,000 Americans having no library service. These regions are largely rural. It is a responsibility, yes, a privilege, to support a movement that can bring books to these handicapped Americans. To many adults books are the basic means of education, to children they are the open-sesame to growth and understanding of the world in which we live. Must these children continue to be deprived of books to supplement the meager supply of the small rural school? Must adults have their interests crippled and opportunities curbed because of the lack of printed materials to keep them abreast of the times?

The bill provides for demonstrations of adequate public library service to people now without it or inadequately served. It provides means for studying various methods of bringing public library service primarily to rural areas, and for studying the effect of regional planning upon the developments of library service. The bill is elastic enough to have far-reaching possibilities, for it enables state library agencies to submit plans for the use of federal funds in demonstrating the kind of service required for a specific area.

Think what such a demonstration could mean in our own state. Nearly a million people live in rural Minnesota where opportunities for books are seriously lacking. Think what it would mean to our profession to have our citizens organized to work for such a demonstration! As librarians we must not fail to use all the talents that we possess to see that action is taken in our state and community now. The fact that we may have a "good library" does not relieve us of responsibility. If it sounds like a missionary project, then let us be missionaries. If we believe in service, in books, in preserving the rich heritage and making it available to all, we must prevail upon our representatives to vote for the bill. Now is the time! — LUCILLE GOTTRY, *Vice President, Minnesota Library Association.*

Let There Be Light . . .

At Least Enough for Reading in Libraries

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Of all the visual tasks performed indoors, reading is probably the most common, the most continuous, and among the most trying. In view of the obvious importance which light plays in relation to reading, the smug complacency and lack of alertness on the part of librarians and library administrators regarding modern illumination is amazing. Having been struck with the unreasonableness of this attitude, the author wishes to review briefly some of the past and current practices, to present evidence concerning the effect of light on performance, and to make certain broad recommendations. It would seem that members of the Medical Library Association might be particularly responsive to physiologically sound suggestions, based on experimental studies and practical experience, since the group consists of physicians and the librarians who serve physicians—people who are all keenly aware of the factors influencing physical health, psychological response, intellectual accomplishment and community hygiene.

Although the main topic of this study is light and the general level of illumination, our real concern is reading and readability in libraries, reading rooms and private studies. Some of the factors influencing total performance are beyond the control of the librarian and are mentioned only to be dismissed. These include contrast of color and brilliance of paper and printing, size and clarity of type, length and spacing of the printed line, width of margins, and the visual acuity of the reader, modified as it may be by refractive errors and correction with lenses. The factors influencing the ease of reading which engage our attention

in this study are those which can be controlled by the architect, the engineer, the librarian and the treasurer. These include the general level of illumination, contrast, and glare.

Before considering details let us examine the general problem. Unfortunately, there is no agreement as to ideal illumination for reading rooms or libraries nor is there consensus as to what is adequate. Unanimity can often be had concerning lighting which is obviously bad. The Army and the Navy demanded that 50 foot candles be provided in reading rooms of two colleges though they finally accepted 40 in one and 25 in the other. The Cleveland Public Library recently equipped as nearly ideally as possible a reading room at Crile General Hospital, providing 50 foot candles. One large manufacturing plant in Cleveland demands 40 foot candles in any room where typing, filing or reading is to be done. The typing room of a large publishing house had 35 foot candles of light on the typing desk. The conference room and library in a local hospital had 25 foot candles provided by fluorescent lamps. The President of the American Library Association believes that 25 foot candles is adequate. Dr. Howard T. Karsner has provided 140 foot candles from fluorescent lamps for his autopsy tables. Some modern display windows have 100 foot candles. Offices, drafting rooms and factories are provided with general levels as high as 50 foot candles. Up to date drug and grocery stores not infrequently have 20 to 30 foot candles. Lamps in surgical amphitheaters may deliver as many as 1,000 foot-candles to the field of operation.

*Reprinted with permission of the author from *Bulletin of the Medical Library Association*, April, 1945.

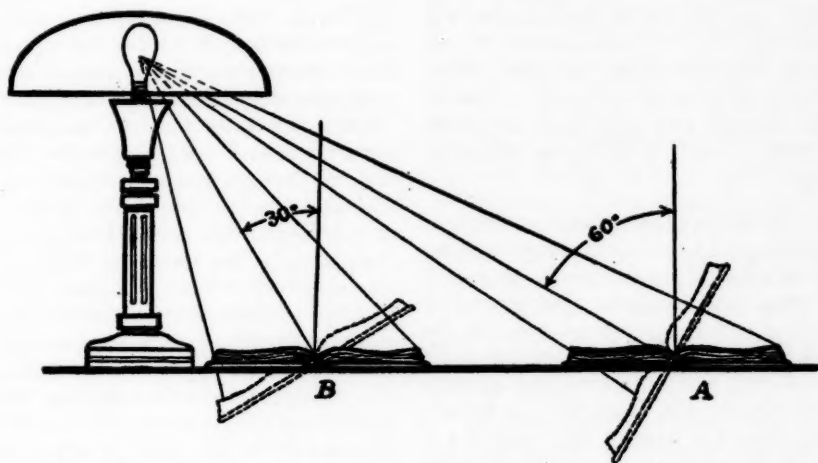


FIG. 1. Two books flat on a table receiving light from a table lamp at angles of 60° and 30° respectively. Book A lying flat intercepts only one-half the light which it does when turned so its surface is perpendicular to the light source. Cosine angle $60^\circ = 0.5$. Book B intercepts almost the same amount of light in both of its positions. Cosine angle $30^\circ = \frac{1}{2}\sqrt{3} = 0.856$.

The conditions usually found in libraries are in marked contrast to the above. Many of the great public libraries, such as those of New York, Boston and Cleveland, were designed and built from twenty to forty years ago. All too frequently they have high ceilings, ornately carved woodwork with dark finishes, and huge bronze chandeliers carrying numerous naked electric lights. The general level of illumination is often very low, 2 to 5 foot candles, and table lamps are the main source of light. Occasionally one does find an office, a special reading room or a particular study which has been redesigned and re-illuminated in conformity with modern standards. The author recently visited a monumental college library which, the catalog states, "was planned on a generous scale." The general inadequacy of illumination according to any standard was in striking contrast to the sumptuous provisions for other features of the library and the college. The long, high, beautifully designed hall containing the main desk, the card catalog and open racks of new accessions, had less than 2 foot candles of general illumination at night. Browsing by day was thoroughly delightful because of adequate daylight but it was impossible at night for more than a moment because of eye strain. There was no pro-

vision for supplementary lighting at the browsing racks. Rather unsatisfactory supplementary lighting was available at parts of the main desk and the general card catalog. The librarians, however, were required to replace cards in returned books under less than 2 foot candles. In the reference room of the same library is a globe of the world lighted with less than 2 foot candles, with no provision for supplementary lighting. In this library the Navy demanded that two large reading rooms be provided with 50 foot candles. This was accomplished by table lamps at two-foot intervals, each with a 100 watt bulb.

The author had the pleasure several years ago of planning indirect lighting to a general level of 15 foot candles on the reading tables in a hospital library where illumination had previously been less than 3 foot candles. Under the new arrangements complaints ceased, sleeping in the reading room no longer occurred and night use of the library increased appreciably. When the change was made, the room seemed very bright, but today several times as much light would be recommended. In the main reading room of the Cleveland Medical Library general illumination varies from 6 to 15 foot candles. Lighting is improved by use of table lamps but the situation is

far from ideal. In several smaller reading rooms the general level of illumination was barbaric, from one to 3 foot candles. Powerful table and floor lamps provided bright light in restricted areas with consequent unpleasant contrast and glare, but they were of no help for shelf browsing or a general meeting.

Some of the conditions found in libraries are tolerable, and reading for any extended period of time is practical, only by use of table lamps supplementing this general illumination. If the lamp is close to the table, it is usually low enough so that direct light does not reach the eyes, and distracting irritation is thus avoided. The light is brilliant near the base of the lamp but it fades rapidly so that the area lighted is small and contrast is great. When the lamp is high above the table, distracting light cannot be avoided. The area lighted is large and the changes in brilliance are not so abrupt. Table lamps are often used to avoid the necessity of adequate general illumination. It has been recommended that the ratio of contrast never be greater than 1 to 10. Intensities of 100 to 150 foot candles are frequently found at the base of powerful table lamps when the general level of illumination is 2 to 5 foot candles. Table lamps cannot provide diffused and even lighting.

Table lamps have certain characteristics, the limitations of which are not generally understood. The limitations are largely

those imposed by the laws of brilliance. Brilliance varies inversely with the square of the distance from the source of light, and follows the cosine emission law. This is graphically demonstrated in Fig. 1, which shows that only one-half as much light falls on a book lying flat at 60° from the axis of the light source as would on a book at the same distance whose plane is perpendicular to that axis. There is less difference at 30° . The combined influence of the cosine emission law and distance from the light is demonstrated by Figs. 2 and 3. Fig. 2 shows an arrangement which the author uses at home but one not often found on a library table because the source of light is on a line perpendicular to the line of vision. With this ideal arrangement glare is completely avoided. The light source is a table lamp with two 100 watt Mazda lamps about 1 foot above the book level. There are 100, 25 and 5 foot candles respectively at points 1, 2 and 3 feet from the base of the lamp. The conventional arrangement for table lamps in most libraries is shown in Fig. 3 where the lamp is in the middle of the table. In the case of Book A the distance and light intensity is the same as for Book A in Fig. 2, but this arrangement is seriously depreciated because of glare. With glossy paper reading becomes well nigh impossible. With table lights spaced 3 feet apart a fairly uniform light distribution is obtained but this condition is rare. In actual practice library table lamps occasionally produce 100 to 150 foot candles at the base. Too

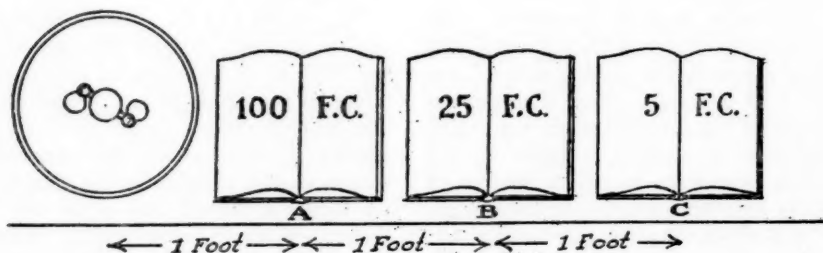


FIG. 2. Reading at home. The light source is 1 foot above table level. Distances from the light to Books A, B, and C are the hypotenuses of triangles with one side 1 foot and the other sides 1, 2, and 3 feet respectively. Distances from the light to the books are 1.4, 2.24, and 3.2 feet. Intensities are therefore $1/2$, $1/5$, and $1/10$ of what they are at 1 foot. These intensities must be multiplied by 0.7, 0.5, and 0.33 to correct for the cosine emission law.

often, however, they yield only 15 to 25 foot candles.

Let us now consider the relationship between levels of illumination, fatigue and eye strain in relation to reading performance and other discriminative tasks close at hand. Of all the animals man is the only one that has frequent or prolonged need for near vision. Even man under primitive conditions escapes this necessity, requiring only distant vision for casual seeing under outdoor conditions. Whether in bright sunlight, dusk or the darkest night he has need only to distinguish large objects at a distance. It has been civilization requiring dependence upon the printed page and development of technical crafts utilizing delicate skills which has caused man's enslavement to the necessity under artificial light of repeated, continuous tasks of discriminative seeing close at hand, less than arm's length away. The possibilities of recognizing and avoiding the ill effects of this unnatural situation have only recently become available through a better understanding of this problem, the development of technical facilities for the quantitative appraisal of the lighting conditions, and efficient appliances for adequate illumination.

That excessive use of eyes for close work leads to measurable defects is suggested by the increased incidence of refractive errors requiring correction with glasses under those conditions and in those pursuits which are most demanding in these respects. Gould¹ has classified occupations into five groups according to their dependence upon close vision. He estimated the incidence of ocular or eyestrain diseases in group one, outdoor workers, to be 1 to 20 per cent, while among workers who were subject to intense use of the eyes the incidence was 80 to 100 per cent. He states that eye strain increases as the distance between the eye and the object decreases and that with decrease of illumination below a high physiological standard there is a geometrical increase of eyestrain.

Of all the factors influencing reading the most important is general level of illumination. It is also the most deceptive. Man is unable to judge accurately the level of illumination by his senses alone, though he may learn to do so with experience by indirect means. Inability to judge light is due in part to the adaptability man has for

this sense. The eyes can see and function properly and without injury in degrees of light varying as greatly as 1 to 100,000. Man can read average print in light varying from 0.1 to 1,000 foot candles. Neither extreme is ideal but their disadvantages are manifest not so much by difference in reading performance as by eye strain and physical fatigue. Under outdoor conditions in the daytime one may enjoy levels of illumination many times as high as are ordinarily attained by artificial lights. Our fathers thought artificial light was bad for the eyes and that one ought not to read in bed. It would not have been bad had there been enough of it.

The best light is uniform and diffused, such as is reflected from a cloudless northern sky. With this light there are no shadows, no high lights, no glare, and no reflection. Indirect lighting produces this condition and is ideal if it is bright enough. A light colored ceiling with dull finish is desirable and light colored walls, floors and furniture help greatly in producing the desired effect. With indirect illumination light comes from an infinite number of sources, no one of which is so bright as to be irritating, and shadows and glare are avoided.

High lights and bright spots produce contrast of high intensity. This may be only annoying or distracting but if severe enough may lead to temporary blinding, a fact apparent to everyone who has tried to look at the sun. A naked electric light produces a similar effect. Even shielded fixtures which are bright in the line of vision are annoying and decrease visual acuity. Indirect lighting produces no bright spots. Fluorescent fixtures have a low light intensity and can be tolerated when exposed. The head lights of the on-coming automobile at night are intolerable though they are scarcely noticeable at noon. One need only to sit behind the projector in a dark room during a lecture to know how annoying is the pin point of light escaping from the rear of the machine. It is the contrast, not the intensity of light which counts.

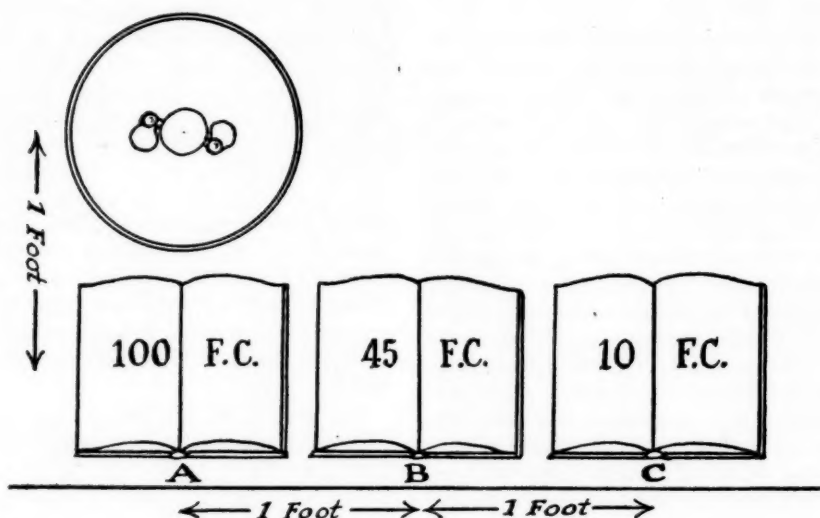


FIG. 3. Reading at the library. Book A is the same distance away and has the same intensity of light in this instance as in Fig. 2 but this is not desirable because of glare. Distances from the light to Books B and C are the hypotenuses of triangles with one side 1 foot and the other side 1.4 and 2.2 feet. Distances from the light to the books are 1.4, 1.7, and 2.4 feet. Intensities are $1/2$, $1/3$, and $1/6$ of what they are at 1 foot. These intensities must be multiplied by 0.7, 0.6, and 0.4 to correct for the cosine emission law.

LIGHT INTENSITIES FROM TABLE LAMPS IN FIGURES 2 AND 3

	Distance from lamp base	Distance from light to book	Light distance squared	Light Intensity	Cosine of angle	Computed light	Actual light
Fig. 2. Book A	1	1.4	2	$1/2$	0.7		100
Book B	2	2.2	5	$1/5$	0.5	28.5	25
Book C	3	3.2	10	$1/10$	0.33	9.5	5
Fig. 3. Book A	1	1.4	2	$1/2$	0.7		100
Book B	1.4	1.7	3	$1/3$	0.6	57	45
Book C	2.2	2.4	6	$1/6$	0.4	20	10

Light source was 1 foot above the table. Actual readings given in the last column were taken with a light meter. Computed light was determined from actual light on Books A.

Improper attention to the factors discussed above leads to unnecessary eye strain. For short periods of time reading can be accomplished under the most unsatisfactory conditions, but sustained performance may be impossible. The speed of reading is influenced very little, the greatest effect being noted in the endurance. Eye strain affects the eyes locally by producing inflammation, tearing, pains in the eyes and blurred vision.

General effects include headache, dizziness, nausea and indigestion. Fatigue of extra-ocular muscles follows, leading to difficulty in convergence, and the iris gradually relaxes. The final effect is overpowering sleepiness. Slumberers in a library reading room may be accepted as proof of inadequate illumination.

Relying mostly upon direct observations on trained subjects performing standard

reading tests under controlled conditions, Luckiesh and Moss² have devised methods to test these factors quantitatively. These investigators recorded the rate of reading, rate of blinking, rate of heart beat and degree of muscular tension. Readability they defined as "an attribute of the physical characteristics of the material read" and appraised, on this basis, "by the criteria of rate of reading and rate of involuntary blinking while reading." With these studies it was possible to compare the relative effect of various conditions upon ease of reading or readability. The rate of blinking after reading a book for one hour with 10 foot candles was 18 per cent higher, and with 1 foot candle was 54 per cent higher, than with 100 foot candles. Using the same levels of illumination, the rate of blinking in the last five minutes of the reading period compared to the initial five minutes was 8 per cent higher with 100 foot candles, 31 per cent higher with 10 foot candles, and 71 per cent higher with 1 foot candle, proving the increased ease of performance with adequate illumination. The blinking rate and the difficulty in reading became greater as the task was prolonged. The imposition of a refractive error of plus 0.5 D and of minus 0.5 D by the use of eye glasses increased the blinking rate 50 per cent. Decreasing type size from 12 point to 6 point increased the blinking rate 48 per cent. Rate of ordinary reading was not greatly influenced by improved illumination. On raising illumination from 1 foot candle to 100 foot candles, rate of reading increased 8 per cent with 10 point type and only 5 per cent with 12 point type. When the reading task was made more difficult, however, as by use of Old English type with which the reader was less familiar, there was a 50 per cent increase in speed of reading when the light was increased from 4 to 16 foot candles.

Visual acuity or the ability to distinguish details is definitely dependent upon the level of illumination. It was found that visual efficiency, according to the American Medical Association scale, was increased from 80 to 100 per cent under 100 foot candles compared to 1 foot candle. (Rating with the Snellen Test Chart was increased from 20/40 to 20/20.) This meant that objects could be distinguished under 100 foot candles one-half the size of those discerned under 1 foot candle.³

Contrast sensitivity is the ability to distinguish differences in brightness. Persons with normal vision can recognize large objects under high levels of brightness when contrast is as low as 1 per cent. With low levels of illumination, such as moonlight, it may require contrast as high as 50 per cent. For ease of reading, contrast between the printed word and the paper which bears it should be as great as possible; ideally it is completely black non-glossy print on pure white paper. Contrast between the object and the background may be irritating and fatiguing, however, when it is too great, so this must be confined within limits. Reading is accomplished with a minimum of effort when brightness of the central and surrounding fields is approximately equal. Surroundings brighter than the central object make reading conditions less favorable than when they are darker. The lighting of the background should be at least one-tenth as bright as of the central object.

The large and unequal increments discussed in these studies, from 1 to 10 to 100 foot candles, are necessary because visibility and ease of seeing operates according to Fechner's Law that sensation varies arithmetically as the stimulus increases geometrically. Luckiesh presents a table giving foot candle ranges for 10 grades of seeing tasks. Approximately equal increments of reading effectiveness require levels of illumination of 1, 2, 5, 10, 20, 50, 100, 200, 500 and 1,000 foot candles. Levels to 200 can be obtained by general lighting. Higher levels require supplementary lighting.⁴

What is the proper level of illumination? This has not been finally determined. We have seen that a variety of visual tasks can be performed under widely different conditions. Lancaster⁵ in 1937 recommended 10 to 20 foot candles for reading, 10 to 200 foot candles for sewing, 20 to 50 foot candles for drafting, and 5 to 10 foot candles for auditoriums and locker rooms. In 1938, the Illuminating Engineering Society and the American Institute of Architects specified as the "Recommended Practice of School Lighting" the following levels of illumination: sight saving class rooms, 30 foot candles; sewing rooms, drafting rooms and art rooms, 25 foot candles; classrooms, study halls, lecture rooms, libraries and offices, on desks and blackboards, 15 foot candles; auditoriums, assembly

rooms and cafeterias not used for study, 6 foot candles; and corridors, stairways and locker rooms, 4 foot candles. The State Law of Ohio requires 30 foot candles of light, only 5 per cent of which may be direct, in rooms used for sight saving classes. In an editorial Jackson states that although 35 to 50 foot candles may be enough for large clear type or good book paper for newspaper print "100 foot candles is the least that should be spoken of as sufficient."⁶ "A light of 100 foot candles, falling squarely on the page to be read, should be provided in every part of every school room." He further states: "We may hope the time will come when provision of good light in the schoolroom will be regarded as more important than the architectural appearance and economical construction of school buildings."

The complaint is frequently heard that 50 foot candles is too high, that too much light is irritating and fatiguing. The irritation of indoor lighting arises because of intense light spots, high contrast and glare, not from the general level of light. Outdoor light transcends anything man ordinarily provides indoors. In mid-winter at mid-day during a snowstorm, when neither sun, shadow nor horizon was distinguishable, light intensity was 300 foot candles. The shade of a north porch at noon in mid-summer may be 300 foot candles. The shade of a clear cloudless sky in July yielded 700 foot candles, and direct sunshine provides 7,000 to 10,000 foot candles.

Improved illumination for reading can compensate for minor visual deficiencies or difficulties. This principle was dramatically demonstrated by a personal experience. The author, having mislaid his glasses, was unable to decide whether a typewritten sheet was the original or the first carbon when seen under his office light of 12 foot candles. With supplementary lighting to 100 foot candles the typing was revealed to be obviously the original. It appeared to be just as clear without glasses under 100 foot candles as it did with glasses under 12 foot candles. In controlled experiments over a two year period fifth and sixth grade pupils made a significantly better record under improved school room lighting than did the control group in a conventionally lighted room.

Some consideration should be devoted to the cost of lighting. Luckiesh points out that artificial light cost twenty-five to thirty times as much in 1900 as it does today. It cost a hundred times as much a century ago. The luminous efficiency of the candle flame is about 0.1 lumen per watt. Tungsten filament lamps give 8 to 20 lumens per watt. Modern fluorescent lamps yield about 40 lumens per watt, and even greater efficiencies can be expected in the future.⁷

The cost of library lighting is moderate. The Cleveland Medical Library in 1944 spent only \$1,100 out of a total budget of \$37,000. That was 3 per cent of the total budget and less than 10 per cent of the building maintenance costs. The New York Public Library in 1942 spent \$65,000 for light, heat and power. Estimating that half of this went for light, it amounted to \$32,000 out of \$1,844,000, or 1.7 per cent of the total budget and 13 per cent of the building maintenance costs. The Cleveland Public Library in 1944 spent \$27,700 for light out of a total expenditure of \$2,110,000, or 1.3 per cent of the total budget. If conventional Mazda bulbs are replaced by fluorescent lamps, we may expect to have about two and one-half times the light now attained for the same power cost. Architects of the Cleveland Public School system have found that the same wattage which produced 5 foot candles by indirect lighting will produce 30 foot candles satisfactorily with direct fluorescent light.

It has been suggested to the author that this is not an appropriate time to consider lighting problems. Perhaps it is not ideal because of manpower shortages, building restrictions and priorities on fixtures. Such obstacles exist, no doubt, but it takes some time to convince people that a change is desirable and the author fears that in many instances opportunity for improvement will occur before approval for renovation can be obtained. Considerable experience in illumination has accumulated since the war began. Many factories have been planned and built for war production, modern buildings properly designed to satisfy alert and aggressive management and to provide levels of illumination which formerly were not only unattainable but even undreamed of. In fields of competitive production, modern lighting has proved to be profitable

because of improvement of performance, decrease of accidents and errors, greater employee comfort and lessened fatigue.

As an amateur without technical experience with illumination, the author has been impressed with the evidence which indicates the advantages of proper lighting, lighting at levels of brightness rarely seen in libraries. The practical usefulness has been amply demonstrated in factories, offices and stores. The general standards of our living, the resources of our economy, the habits of expending our wealth are such as to justify enlightened men in demanding proper illumination for reading which will reduce eye strain and limit physical and emotional fatigue. There is not only comfort to be attained but an economy of effort leading to greater efficiency and higher levels of accomplishment. The author recommends general levels of diffuse illumination at least as high as 25 foot candles where continuous reading or study may be carried on for periods of an hour or more. Under certain circumstances, such as for the study of poorly printed material, old or faded manuscripts, fine or unfamiliar writing or printing, for use of people with impaired vision, for tasks sustained for several hours or more the general level should be increased or supplementary lighting employed. Supplementary

lighting must always be fortified with background lighting to levels at least one-tenth as great. The plea for these minimum standards seems justified despite the obvious fact that many installations in use today falling short of these suggestions must be accepted as tolerable. The author is confident that even the most unreasonable requirements he may propose today will seem commonplace in five years and totally inadequate in ten.

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Acknowledgment

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We Must Be Flexible

The American Public Library has spanned a notable period of our nation's history extending from wagon wheels to plane propellers, from pony express to radio. The Public Library must be flexible and face changes within, as well as without, fearlessly. It is hardly necessary to remind ourselves of the penalty if a public service institution disregards that obligation.—Clarence E. Sherman, "The Library and Post-War Education," from *Massachusetts Library Association Bulletin*, June, 1944.

Fuel for the Range

RUSSELL J. SCHUNK

The writer, formerly Toledo public librarian and author of *Pointers for Public Library Building Planners* has been recently engaged as building consultant by the Hibbing and South St. Paul library boards. In professional circles Mr. Schunk is regarded as one of our leading authorities on library buildings. He planned and supervised the Toledo Public Library building which is highly regarded as an example of the best in planning. Mr. Schunk resigned his Toledo post last year to return to his native state. He is associated with his father, a prominent Minneapolis business man, but has expressed a willingness to serve as consultant to library boards planning new buildings or the remodeling of present structures. He has recently contributed an article to the *Encyclopedia Americana* on library buildings.—Editor

Most of us are becoming a little heart-weary at the repetitious bandying-about of such cliches as "the challenge of the postwar world, atomic civilization, the dynamic urge of the machine age" and countless others. There seems to be too much pressure being applied in an effort to get us to embark upon a rocket-propelled global flight into the "nowhere out of the here" when we have no knowledge of the location of our landing field. We are up in the air and do not know exactly where to light.

May it be suggested with due humility that global flights of fancy are a little rich for the blood of the average down-to-earth human. It may be more constructive for us to embark upon a progressive program of self-improvement and betterment of our fellow man. Instead of the atomic bomb approach, let us use what we moderns might call the "unit plan" — a descriptive term which was, perhaps, better set forth around 600 B.C. by the Chinese sage Lao Tzu in his terse precept, "A JOURNEY OF A THOUSAND MILES BEGINS WITH A SINGLE STEP."

Now is the time to begin making tracks! This is the future we talked about—this is the postwar era. Not tomorrow, or a year from now, or when a presidential edict formally declares that the war is over — but now! The more single steps taken immediately the shorter the journey. Let us get on with this down-to-earth, this everyday task!

I have just referred to a precept of an early Chinese sage. Perhaps, if we use as the pattern for developing real fire-cracker library service the philosophy of another of the world's wise men, Confucius, we may not miss our goal by too great a margin. His whole system is based on nothing more than understanding of human nature and perfecting the individual through education. It is a little old—around 575 B.C.—but has

surprisingly modern ramifications. His seven rules for necessary self-improvement and improvement of our fellow men are: the investigation of things; the completion of knowledge; the sincerity of thoughts and actions; the rectifying of the heart; the cultivation of the person; the regulation of the family and the government.

Now, at some risk of being considered either a preacher or a befogged individual, I have laid the ground work for my subject—"Fuel for the Range." And to throw a log on the fire—the primary duty with which trustees and librarians are charged is the sincere service to our fellow man through the development and guidance of modern library service. This is no task for the librarian alone. It begins with the library trustee for the trustee is the most potent factor in the creation of adequate library service in his or her community. If we do not have right thinking, wise, and sincere trustees, our whole informal educational system is builded on a foundation of quicksand. Every successful library, every effective library staff is but the manifestation of the years of loyal, thoughtful and self-effacing service given by a group of library trustees, working quietly and with little thought to the time and energy which they are giving for the benefit of their fellow citizens. Therefore, let the trustee realize that his library is the mirror of himself and his efforts.

You have been told, and I hope you will be reminded again and again, that the primary function of the American public library is informal, adult education. I should like to stress that word, "informal." It is only natural, when education is mentioned, to conjure up a mental picture of a classroom, equipped with desks, blackboards, and presided over by a bespectacled pedagogue. The modern need for informal

adult education is a far cry from that educational process. In the first place, most adults cannot fit themselves into a schedule of formal classes. They often are unable to attend classes with any degree of regularity because of demands upon their time by either their jobs or their homes. Then, too, it is impossible for any series of classes to answer the widely varying needs of individuals employed in the same office at the same task, or in factories, working on the same duties in an assembly line.

Another human factor causes the breakdown of many classes planned for formal adult education. Adults frequently have a psychological disinclination to sit at the feet of instructors, and to be compelled to recite, take examinations, and receive grades as their own children are doing. Undoubtedly, they should not react that way, but many of them do. They feel that classes are "kid stuff" and they know that their further need for education must be tailored to their own situation and interest. If public library boards and staff will realize the particular strength—the privilege in this respect of their positions—they will quickly be able to set their sights for many new adult users. They have the myriad items of human knowledge needed by these people of their communities within the covers of their books, ready to be put to work, serving library patrons and serving them exactly according to each individual need. Qualified library staff members can tailor-make a given informal education course for any person, using their well selected book collections as a base. They can cover anything from how to master the secrets of the slide-rule and micrometer to a complete course in poultry raising. And the beauty of it is that the library patron can set his own pace and do his own studying at odd hours to suit his own convenience. To my mind, that is what constitutes real, workable adult education.

It has been indicated by your state librarian, Mr. Lee Zimmerman, that your libraries should be developed as true community information centers. Now is the time to take up this task. First, you must modernize the physical facilities of your libraries. You must examine your plant with a critical eye. Does it help or hinder the modern trend in library service? Should it be remodeled or even replaced? Answer

these questions frankly, and other suggestions for improvement will come to mind. What about lighting? Certainly much can be done to improve lighting conditions in some buildings. Why must libraries be so poorly illuminated? Though reading obviously requires good lighting, this item has too many times been overlooked. Customers would not put up with poor lighting in stores very long. Our customers deserve similar consideration. Some Range trustees are working actively on these problems right now. For example, the Hibbing board is exerting every effort to take library service to the man on Main Street by constructing a new properly located building. Do not let present material shortages delay the development of plans to fulfill your present and future needs. Be ready so that there is no further delay when materials are available.

At the same time, let library personnel re-examine their collections and, incidentally, their own skills and talents for the current task. Has your staff been reduced by the manpower shortages of war to the routine charging and discharging of books, to the exclusion of far more important library service? If so, begin to clarify your thinking as to what constitutes the true function of the trained and experienced librarian. Develop a specific plan for an adequate staff even though personnel problems still cause terrific headaches. Be ready when the supply gradually increases so that you may re-establish a staff at least as large as you once had!

There is great need for all libraries to secure the common, ordinary working man, the business man, the garage mechanic, the electric service man, the grocery clerk as users of their books. Begin to develop book collections which he may use in answering his everyday needs. Service men have been returning to their homes on the Range. During their periods of service, the government implemented them with books so that they might more quickly learn their specialized war tasks. Every community is under the same obligation to furnish them with books and information about peace time tasks. This is a specific step which library trustees and librarians can make right now.

Let me illustrate this point by relating my own experience as a technology librarian. While my job was serving the

scientific and technical needs, and books covering those subjects were being added, it was soon evident that besides the special industrial needs for information, there was a vast community question mark as to everything under the sun. If the library were to serve as an information center, it would have to expand its coverage of facts by adding much so-called business reference material. This was done and as it progressed, more and more of the city's workers turned to the library for answers to every kind of question. Names for new babies, love birds, cats, snakes, how to clean straw hats, how much money does it take to start a bank, are fish color blind, how to win a crap game, the effect of flattery on the masculine ego. These were only a few of the lighter ones. I thought they might run out of questions after a while, but still they kept coming—and the important thing was that once in the library they went home with books, and came back for more, and felt more at home in the library. Where children and ladies (seeking recreational reading) had once predominated, it became truly a center for the whole family.

Now, here on the Range, you can develop the same type of service. It does not require so much an increased expenditure of book funds as it does the acquisition of a new perspective—a visualizing of the public library as the "people's university," to quote Thomas Carlyle's phrase for it. It should be possible, under proper leadership for your boards and libraries to pool their resources and to develop special facilities supported by all of the Range and available to all Range communities. By co-operative book selection, duplication of expensive titles could be avoided. The pooling of certain special books could be worked out so that by extension or inter-library loan service, special items might be made available first to one Range city, then to another. In a similar way, it should be possible to develop reader's advisory service. With

regional direction, it could be planned that graded, informal reading courses be developed for interested individuals in each Range community. Similarly, patterns could be established for public forums and discussion groups. Following these, your communities could vie with each other in seeking to have the most active forum group.

Then, too, a sound general pattern for public relations could be evolved—one which might then be adapted to each community. In fact, there are so many other things—a speaker's bureau, improved inter-library loan service, publicity stunts, to mention a few—which would lend themselves to cooperative direction.

It would seem practicable to have library representatives from each of your communities form a regional planning committee or strategy board to take care of the over-all direction of these cooperative efforts. It could be entirely advisory. Being unofficial, it would in no way interfere with the legal functions of the individual libraries. But this union, this pooling of efforts in the development of modern library service could accomplish things which your communities, working separately, could never hope to attain.

You people have pioneered in many things—from fine schools to bookmobile service; from wonderful, community recreation facilities to the development of the Snoose Line into a bus service to the nation. It is time for you to again take up your task of developing modern library service and to blaze new trails. In this, each and every one of you may play his part, for we all know that it takes a great deal of fuel to keep a fire going, and the more mental fuel the better. If these remarks have stimulated you to a careful consideration of current library problems, they will have served their purpose. At any rate, the whole library world will be greatly interested to see "what's cookin' on the Range."



Making Your Community Library - Conscious

A Guide to Penny-Pinching Publicity

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The author is in charge of publicity at the Free Public Library, Paterson, New Jersey. She holds a B.A. degree from Brown University, a B.S. from Simmons College where she did graduate work in English and journalism, and is now studying at the School of Library Service, Columbia University. Miss Schnurmann has done professional publicity and newspaper work as well as publicity for the A.A.U.W. and the League of Women Voters and is active in civic and library organizations. In 1945 she was Publicity Chairman for the Paterson "I Am an American Day Committee." During the past year, Miss Schnurmann served as Press Editor on the Public Relations Committee of the New Jersey Library Association.—Editor.

When librarians are asked why they are not doing more publicity, they often answer that their library has no money for this purpose and that they have neither the time nor the knowledge required for it. Yet all librarians will agree that at a time when the radio, movies and other high-powered amusements are successfully competing for public attention, it is more than ever necessary for libraries, large and small, to push forward a vigorous publicity campaign to make the community library-conscious.

To do this we must get people to come to the library, but the question is how. Libraries usually cannot undertake expensive, professionally-supervised publicity programs. We must employ inexpensive, sometimes the cheapest, simplest methods for personnel and monetary reasons. We cannot expect more money from our municipalities until we prove to them the library's worth by making it such a busy, stimulating place that it really becomes the community's intellectual center.

There are two parts to any publicity program: first, making the library interesting and attractive and second, telling the hometown folks about it. Every librarian should ask herself whether the library's books are adequately advertised. A good start is to put a sign on your front door calling attention to a particular book. Everyone coming to the library must pass through that door and cannot help reading the sign. Take a jacket of a book that isn't moving well, paste it on a piece of white or bright paper or cardboard. Then print a simple caption underneath: "have you read this outstanding book?" It is surprising how many people will ask for that title or, if it's a book that is already known, how the reserve list will grow. Place a sign on the door to remind

people that there is a new atlas to be seen or that you have taken a subscription to a new magazine. Don't spend too much time on these signs. Fasten them to the door with Scotch tape for easy removal, but don't be alarmed if the children tear them off before their usefulness has ended.

Signs strategically placed in various parts of the building are indispensable for a good publicity campaign. You need them for displays and exhibits as well as for holidays, opening-closing hours and regulations. It is too expensive to have every sign made, so decide now to make the signs yourself. You need not be an artist to produce a good one. At first the letters may be wobbly but practice brings ease and clarity. Stick to the simple things. Write out first what you want to say. Test it on others for criticism. Put a border around the sign so the letters stand out. And one warning: don't trace your letters but sketch them in lightly, freehand. Do this a few times and spacing and size will take care of themselves.

What materials should be used? If you can afford it, buy colored cardboard or heavy drawing paper and cut it to the size you want. If you must pinch pennies, it is amazing what sign materials are available in your own library. Chances are you'll reap a rich harvest from an afternoon's search in closet and storeroom. Old posters can emerge as the backbone of some fine signs. Cut them to a new size and cover the dirty or printed side with fresh paper. Black drawing ink used on ordinary white typewriting paper makes the most effective of all signs—and is just about the cheapest thing you can get. Paste the sign on cardboard if a heavier base is needed. Gummed letters in many sizes, as well as colored ink, are again available to add variety to your

signs. But whether colored or plain, large or small, keep your signs *neat*. Don't hang up old signs with blots or a holiday sign where the day of the week has been poorly erased and anyone can tell you've used it for years. Sloppy, hastily-done publicity is worse than none and like a poorly run house does not make friends.

Attractively-decorated bulletin boards will hold the attention of those entering the library. Have your bulletin boards grown shabby from long use? They can be sandpapered to smooth the roughness caused by tack holes and painted a beige or gray, using flat paint as a base and enamel for a shiny surface.

Pictures and bookjackets are the best eye-catchers for bulletin boards. Government agencies and industrial concerns now send gratis to libraries many striking posters, but even pictures clipped from magazines and tied up with books are excellent pinch-hitters in lieu of better material. *Life* magazine has superb pictures for bulletin board use and the *National Geographic* is another splendid picture source. Build up as large a collection of miscellaneous materials as possible so that you can use your boards constantly except for the summer months when they should be overhauled. Beware of including too much on your boards, but if you haven't enough or the color of your posters conflicts with the background of your boards, bright crepe paper streamers used as a border do wonders.

Exhibits of all kinds are sure-fire for bringing interest and variety to the library. Use window sills, shelves or tables to hold your display. It is well to have at least one glass-topped, locked case so that stamps, coins and other valuables can be exhibited safely. People enjoy looking at everything so you may exhibit dolls, china, old glassware, first editions, handicraft or war souvenirs. Exhibits of the hobby collections or paintings of townspeople are especially good because they serve to draw into the library many people who might not otherwise come. Distribute your literature or that of cooperating groups as a final touch for your exhibits.

Timeliness is all-important in successful publicity. Put up exhibits and display special books in connection with holidays and local events. Professional journals keep you abreast of Book Week, Pulitzer and Calde-

cott awards, and similar events, all of which have a library angle.

Turning now to outside publicity, library publications are of prime importance, not only when they are sent to patrons, but to influential city officials and businessmen. Obviously, overdue notices, postals for reserves and other routine library mail should be as nicely worded as possible but, more than that, every library should have some type of bulletin which, like a publisher's catalog, appears regularly, carries book news and is mailed to a selected list of people. Bulletins issued by libraries differ widely in size and appearance, but for the small or medium-sized library, a simple, one-page, mimeographed, monthly broadside is the best type of bulletin. Small mimeograph duplicators for this purpose are practically a library essential these days and modestly-priced paper is available again in a variety of color and weight. The broadside should be a one-side sheet for greatest speed in running off and when designing it, the size of the envelope and manner of folding should be considered. The broadside should carry the name of the library and town at the top in good-size letters and the month and year in smaller ones. Affect uniformity in the make-up of the bulletin by using vignettes or sketches in a particular place on the sheet. Mimeograph suppliers offer vignettes for tracing with their supplies and often sketches from children's books and newspaper ads are especially good for mimeograph reproduction because of their simple lines. Most libraries will want to stress current books on their broadside, getting variety by setting up the titles differently each month, but exhibits, collections of books, and new services may also be noted. Titles on the bulletin should always carry a brief annotation, unless a group of books are listed on one subject whose titles are self-explanatory. People want to know what a book is about and a pungent annotation is as vital as the heading.

Be sure the bulletin is readable: well-spaced with not too many titles and clear mimeographing. Set a deadline for its appearance, not later than the fourth or fifth day of the month, and no matter what other items must wait, let the bulletin take precedence. A bulletin that fails to appear regularly defeats its own purpose. Make the recipient as anxious for its arrival as he

is for his favorite magazine. Before sending out any bulletins or other material, make up a sample and consult the post office on rates. One-page bulletins can be mailed for as low as 1½¢ apiece.

Extreme care should be exercised in compiling a mailing list for your bulletin. You will certainly send it to your most active patrons, but primarily you want the bulletin to reach people outside the library and, what's more, people who may never come to the library. Remember that one of the bulletin's chief aims is to make the community library-conscious and therefore a generous cross-section of city officials, businessmen, bankers, clergymen, school teachers and principals and heads of organizations should be included on the list. The superintendent of schools or supervising principal should receive the bulletin with the request that he post it for all teachers to see, or if your budget allows, you might even send one to each teacher. Send one also to your local newspaper. A few bulletins may be laid on the circulation desk to be picked up or looked at by waiting patrons, and if anyone shows special interest, his name should be added to the mailing list. Let the list grow, but eliminate the deadwood frequently. Watch for changes in address to keep your list up to date and note any suggestions offered by recipients.

Booklists, mimeographed or printed, are another good means of publicizing the library. Distribute them to organizations, stores, banks and churches, trying always to bring the library message to those not already reached by the bulletin. Booklists may be compiled on any subject, but it's smart to tie them up with seasons of the year, such as a gardening list in spring and a list of devotional books for Lent. Make them short. Use single sheets or a two-page folder for reading at a glance. Annotate titles as you do on your bulletin and don't ever put book numbers on your list—they are for the librarian, not for the public.

The annual report is another piece of publicity that can build good will. Reports are shorter than formerly and many have statistical summaries and illustrations rather than long columns of figures. Compile a standard mailing list for your reports to include outstanding citizens of the community. It is not necessary to send reports to your patrons—send them to donors,

educators, city officials and others especially interested in the library.

The newspaper is another medium of publicity but should be used with restraint for best results. The smaller the community, the easier it is to obtain newspaper cooperation. Newspapers welcome stories on personnel, exhibits, new books, meetings held in the library, and unusual occurrences that can be written up for human interest, but always be sure it is *news* you are offering the editor. Libraries too often take advantage of the free space given them by showering the newspaper with so much about one project the editor is forced to reject it. Don't forget to visit the editor occasionally to learn if the material you are sending is satisfactory.

Small and medium-sized libraries will find the radio a difficult method of publicity, since it requires skilled preparation and time to obtain even a degree of satisfaction to say nothing of success. If your local radio station agrees to use the library's story hour, book or occasional program, copy for this must be carefully prepared to fit the allotted time and be submitted to the station in advance. There are a number of good books to help with the initial steps in radio publicity and scripts can be borrowed from the U. S. Office of Education. Send out advance notices of the broadcast to people in the community, using your bulletin mailing list as a basis. Your program should also contain some follow-up information, such as booklists available at the library and the library's willingness to reserve titles on telephone request so that you may get some idea of the number listening.

Book talks are an inexpensive way of making the community library-conscious. A book review before school, church or club should not reveal the whole story. The object of a book talk is to make people want to read the book, so leave in a little of the story's suspense and don't give away the ending. Avoid using the same book talk for various organizations even though it may mean additional work to prepare a new review, because a book enjoyed by a woman's group may not be suitable for the Rotary.

Using the windows of a store or bank in the town's business section for a special display of books is another simple way to get the community acquainted with the li-

brary. Businessmen are always cooperative, and may lend screens and tables for the exhibit. Crepe paper, signs and other decorations should be provided by the library. It is well to try out the exhibit on a table or likely place first because window decorating can be very deceptive for the inexperienced. Excellent ideas for such a display may be derived from the store windows in your town.

The second part of our publicity program—spreading the good word about the library to the community—is almost completed when some of the methods just described have been used, yet personal service should not be overlooked. Many libraries now use a form letter or card to notify citizens of special books in their field of interest. This involves building up a file of townspeople that envisages their particular interest. The librarian or her assistant, coming across a title on race relations, bowling or foreign policy, must connect it at once with someone who, presumably, would be interested in reading the book, and a notice sent that the book is being reserved for a specified period or can be examined in the library.

Newcomers to the community should always be contacted and the services of the library explained to them. In addition to convincing people that the library is on the job, such welcome immediately establishes a friendly feeling. Some libraries prefer to send out a folder about the library to new residents, but in smaller cities, a telephone call has a nicer personal touch. We might emphasize here that publicity-minded librarians must read their daily paper since it contains news of the new pastor, teacher or Y leader and valuable contacts can be missed by ignorance of who's who.

Personal interviews should not be overlooked as means of making the community feel they are sharing in the work of the library. Even if suggestions for improvement of library service gained from interviews with heads of organizations and businessmen cannot be translated imme-

diately into a circulation increase, thank your would-be library boosters just the same. Thanking people cannot be overstressed in successful library publicity. If you haven't a form letter or the time for a personal note, thank the person by phone. Such a gesture does not cost much in time or money but its dividends in good will are enormous.

Librarians have long recognized the desirability of making contacts with organizations and groups in their community. Go to the church groups, women's clubs, the Rotary and other organizations in your community. Ask them to cooperate with you in setting up exhibits, in conducting forums in the library. Make up lists of books for adult and 4-H groups. Work with the local veterans' center as well as with the other assisting agencies for helping the returning G.I. The community should be informed that the library can provide material on vocations, choosing of schools, housing and other veteran problems. Closer cooperation between the library and business is being advocated and it's an excellent idea to have an alcove or shelf in the library devoted to timely pamphlets, directories and business magazines, calling it to the attention of the Chamber of Commerce. Always remember, however, that service to special groups brings in limited returns, compared to working with the general public, so never tackle such work if your bulletin, exhibits or any other regular publicity must suffer.

It may take you a long time to put over your library in the community and it is not an easy job, but librarians, busy as they are, should allocate some time each day to some of the simple, inexpensive publicity methods outlined here. In seeking to establish the library's place in the community, we can do no better than follow the advice of the English lyricist, W. S. Gilbert:

*"If you wish in the world to advance,
And your credit you wish to enhance;
You must stir it and stomp it,
And blow your own trumpet,
Or, believe me, you haven't a chance."*



A Librarian's Credo

FRANCES M. KLUNE

I wish to thank the members of the Library Board for this gesture of good-will extended to me this evening. Your expression of appreciation will be cherished—bittersweet though the occasion is—since it is here in Chisholm that I have spent fifteen years of my professional life, serving as children's librarian for ten years and as Librarian for the past five years.

And I have worked hard—too hard for my own health. Now that I have allowed myself time to breathe, I realize that I have sacrificed my friends and even the precious companionship of my mother in this consuming passion to get books to the busy men and women on the street and to the children at play.

You see, to me, library work has always meant much more than an eight-hour a day job. It is at once a responsibility, an opportunity and a challenge as well as an expression of personal growth. I believe there is nothing so glamorous and at the time nothing so distinctly worthwhile as library work and books and reading.

When I speak of library work, I do not mean keeping elaborate statistics, or the process of stamping out a book, or consulting a *World Almanac* to find an answer to a question, or finding a particular book on the shelf, or even locating a magazine article on Military Conscription—important as they all are. I have in mind the deeper significance of library service—creative librarianship which *creates* a demand for books in those who do not yet know the joys of reading as well as supplying the just right book to the confirmed reader.

This calls for a wide and varied cultural background—not only of the books which have shaped the world, and the current books now being published, but an adequate knowledge and understanding in such fields as psychology, economics, sociology and international relations. Added to this must be a warm and sympathetic understanding of the people and a keen interest in their welfare, if the librarian, as mediator, is to effect a happy meeting of the reader and the author of the book and his ideas.

If the people do not come to the library, then it is the library's business to go out to them, wherever they may be, with books and library facilities.

This is creative librarianship. And I have often felt most inadequate in scratching even the surface of this dynamic type of library service.

I have expected much—perhaps too much—from the Library Board and from the members of the library staff. I insisted on a spirit of tolerance; I demanded high standards of service, expecting each one to work to his utmost capacity and to give generously of his knowledge—often, no doubt, demanding in knowledge and responsibility what that person had not to give, but which the position required (and our budget could have provided).

It was this zeal for service, this ambition to give creative library service to *all* the people of Chisholm—the laborer, the business man, the professional, the housewife, the child and the adolescent; the uninformed and disinterested, the reader and non-reader—which made me a “demanding” and a “driving” librarian. We haven't always seen eye to eye in what constitutes an adequate library service. And it needs the combined efforts of the librarian, the library board, and the staff to give the kind of service to which I am referring tonight.

I make no apology* for my uncompromising attitude against all forms of intolerance and bigotry, my library ideals, high standards of service, or for holding each one responsible for the discharge of the duties which the position calls for.

“A nation without vision will perish,” wrote Napoleon. And a library without vision and courage and a dynamic program of service reaching out to all the people in the community, regardless of race, creed or nationality will become a dead appendage to be discarded sooner or later. Today, as never before, the library can prove its usefulness.

In the immediate future the public library, large and small, faces the greatest opportunity for service in its entire history pro-

*An address prepared on the occasion of a dinner given in honor of Miss Klune upon resignation as Chisholm public librarian in 1945.—Editor.

vided it has the vision of what needs to be done and the courage and the will to do it.

The problem concerns not only the demobilized men and women from the armed forces but the far greater number of individuals employed in war industries who also will be discharged,¹ to say nothing of the civilians remaining at home, but nonetheless touched by the scourge of war.

"This war is the Passion." It will leave its mark of suffering on millions of people—the young and old, servicemen and war worker, men, women and children. The heartache, the loneliness, the pain and the sorrow, the broken homes, the misunderstanding, the personal adjustments that will have to be made beggars all imagination.

Is there a human being or an institution that will not do all in its power and even more, to reach out to these suffering people to bring them comfort, to help them make personal adjustments, to lead them to knowledge and new skills—in short, to help them get a new grip on life?

Serviceman and war worker in need of definite personal readjustments to family life, work or social contacts, or of mental and physical rehabilitation should be the library's concern.

Chisholm, with its 1685 young men and women serving in the armed forces will have its share of casualties—30 dead already—to say nothing of the crippled, the maimed and the mentally ill. It will have its share, too, of released war workers, some 1500 of them. What will the Chisholm Public Library offer, for instance, to its returned veteran bearing not only bodily wounds, but mental and spiritual hurts which defy ordinary healing.

The right book carefully chosen to fit the individual need will be one bridge to mental readjustment and normal living. Not just any book, of course not, but the *right* book.

Believing as I do in the power and efficacy of books, I think I would go violently insane if I were in a library and had little or no opportunity to reach out to bring books to all who needed them, but especially to those who did not know they needed them, that they might the better recognize, understand and solve their personal problems.

We may be sure that the many returned soldiers who have learned to read and appreciate books for the first time in the armed forces will demand of a library much more than a book of escape or a ready answer to a reference question. They will turn to books to help them acquire new skills and technical knowledge. They will look for vocational guidance as well as help in personal problems, adjustments which are concerned with their home, their family life.

They will look for recreation and diversion in books—yes. But they will also look for healing values, courage to go on, inspiration and ideas from books to help them rebuild their wrecked bodies and shattered minds in order that they may once again face the difficult duties of civilian peace.

One has but to read the many reports from the men in the foxholes to get an idea of what they are thinking and what they will do when they return home. Just before coming here tonight, I happened upon the article, "*I Learned to Read on Guam*" in the January issue of the *Reader's Digest*.

Here is food for thought and much that can be read between the lines. I commend it to you. The article, by a warrant officer, ends with these unforgettable words, "I have been a difficult pupil. I had to go through a world war and 31 months of solitude, every day of which was in danger, to learn to read."

That man, and thousands like him, will continue to read in civilian life. But he won't be satisfied with the *Reader's Digest*. Or the *Saturday Evening Post*. Or a Western or a Mystery book. No—a brain brought to its maturity by suffering and danger, sharpened by solitude and forced into discovering the joys and satisfactions which come from a stimulated mind—one who has learned to think and digest what he reads—such a one will definitely not be satisfied with a book or a magazine which he hurriedly picks off the shelf of a public library, or which a disinterested or untrained assistant casually hands him over the library desk.

He will look for more enduring values in his reading menu, and that will be possible only from an enlightened and personalized library service. A Reader's Ad-

¹Carl Vitz. "Demobilization and the Library." Part 1.

visory service, worthy the name and a collection of books wisely chosen but with the best intention in the world, the librarian can not do it alone.

Of this personalized service, Mr. Carl Vitz, librarian of the Minneapolis Public Library and now president of the American Library Association in his challenging report "Demobilization and the Library" has this to say.² "In some way each desk assistant must be aware of his responsibility to be well informed, to maintain a helpful and understanding attitude toward the individual reader and to place in his hand the book or magazine that will help him most. Each reader as he comes to our library desks is an individual with personal interests. Our library service during the postwar period will be inadequate if we consider our readers en masse."

Such service is within reach of every library, however small. It can be achieved by a combination of a library board en-

tirely tolerant and inspired with a deep sense of its responsibility to its "trusteeship" and a librarian with vision and a passion for books and people aspiring to serve human needs, supported by a professionally qualified staff imbued with high ideals of service.

I hope that the Chisholm Public Library will accept the responsibility of providing creative library service to help in the readjustments of its men and women returned from the wars; the war workers returned from their jobs in other cities, the woman worker returned to her homemaking, the war bride, the teen-age boys and girls, independent wage-earners making big money for a short period, but now once again dependent on the home, older men who will have lost jobs and find it difficult to adjust, the children—all these will have been touched by the war and faced with the terrific problems of readjustment. It is a priceless opportunity for serving human needs. I wish you success in it.

²Now Librarian, Cincinnati Public Library, and past president of the American Library Association.—Editor.

Proper Perspective

The small library cannot be all things to all men. If it tries, it will fail. But it can do a few things well. One of the problems of the librarian is to find the time from the exacting routines of an understaffed library to spend in community contacts which yield returns in adult education. If we spend many hours a month planning and sponsoring a library forum, we will spend correspondingly less time in cataloging and classification and in the keeping of detailed records. And who will weep for that? If we spend as much time as we should talking about books to many and varied groups, the library staff will be seen as frequently outside the library walls as within. Since more potential readers are outside the library than ever come inside, perhaps that is where we belong. What we will choose to do depends, first, on the community we serve and, second, on where we place our values.—Grace W. Gilman. "The Community Role of the Public Library . . ." in *The Library in the Community*. p. 92 (Chicago, U. of Chicago press c1944).

LIBRARY TRUSTEES

Speaking for Trustees

A Statement of Objectives Prepared by the A.L.A. Trustees Division

The trustee who realizes the scope of library planning for the postwar world must thrill at the thought of the opportunities ahead and quake in sober realization of his responsibility. For the library is in process of rapid change. The comfortable routine of the Board meeting—hearing bids, authorizing the purchase of books and coal, paying bills, hiring librarians, learning of circulation gains—has been disturbed. The community has asked of all its agencies, "What can you do to help with the problems of demobilization and rehabilitation?" Now the library is taking inventory of its material and personnel, meeting with other agencies for cooperative planning, developing new policies, reeducating itself to a more dynamic participation in community affairs. The trustee as representative from his community and spokesman for it on the Board is forced to do some hard and constructive thinking. The librarian in the urgency of the time will need each trustee as never before, and the trustees must not fail to be of service.

THE TRUSTEE STUDIES COMMUNITY NEEDS

No trustee can expect to meet new conditions and help solve problems without study. Therefore, the trustee will study. He will join the A.L.A. and the state trustees' associations, if he has not already done so, and will use these services and their published materials to widen his vision and to learn what other libraries in a situation like that of his own are doing. He will pay particular attention to the series of publications on postwar library planning and to new developments in library standards.

He will attend meetings of the A.L.A. Trustees' Division and state trustees' associations, when he can, so that he may get perspective on his job and contribute from his experience.

He will inform himself as to the needs of his community for demobilization and rehabilitation, for youth guidance and for adult education, for social planning and better housing; he will study the relations of the library to these needs; he will take an active part in seeing that the library plans are coordinated with the plans of other agencies and that the library carries its share of the load in the working out of plans.

He will require of the librarian reports of the library's activities as well as of its expenditures, and will study these reports.

Having studied the needs of his community, the resources of his library, and the qualifications of the library staff, he will even go to the length of attempting to help formulate *in writing* a statement of the policies of the Board, in an effort to think through plans for library service. Like any builder, he will feel the need of a blueprint.

He will be especially careful in the choice of new staff members, studying qualifications in the light of the library's philosophy and its plans.

He will study how to improve both the amount and the quality of library service, and will not shy from approving new services such as all up-to-date vocational information collection, the placing of technical or professional collections in plants and office-buildings, the use of bookmobiles to reach out-lying districts, the installation of rooms for the use of audio-visual materials or from discarding out-of-date materials, as the need requires.

He will interpret the library to the community, explaining its services and its needs, gaining support for its program, and helping to secure an adequate tax levy.

He will study to make himself genuinely useful to the librarian, remembering always, of course, that it is the librarian who is the administrator of the library, not he.

THE TRUSTEE WIDENS HIS VIEW AND HIS SCOPE OF SERVICE

Nor will the trustee limit his concern to his own community. The better the library service there, the more zealous will he be in helping to extend service to the 35,000,000 people in the United States who are without library service. It may be possible for his own library to establish small branches, bookmobile service or trailer stations in outlying districts. If it is, the trustee will be alert to the need and to the possibility of extending the usefulness of his institution.

He will realize that trustees are potentially the strongest force in this movement since they are numerically the largest group connected with libraries.

He will therefore work through the library association of his own state and through the A.L.A. for wider library cov-

erage, especially in rural districts; for organized regional planning that will consolidate services and make full use of existing agencies; and for state support for a program of extension.

He will consider the plight of the lone librarian in the small town, and will work to build up a strong state library agency which can offer her expert advice, on call.

THE TRUSTEE'S PLEDGE

To the end that he may fulfill his legal obligations and may contribute to the library's success in meeting the challenging demands of the time, both in the community and in the nation, the trustee affirms his intention of bringing to his job all the intelligence, energy, and enthusiasm that he can command.

An Overlapping Agency

Today, society is compelled, because of a gorging appetite for community services and a reduced purchasing power, to eliminate overlapping activities. The Community Fund has accomplished this task among the social service agencies of many cities. Public libraries as sedentary recreational agencies are, in some respects, overlapping the radio, the motion picture theater, circulating libraries, local book and magazine clubs, and other agencies. To be sure, public library service is free, but so is radio, if you own a set. The others mentioned require a fee, but they are low-cost amusement and they are available almost everywhere. If the public library is hoping for a high place in the estimation, and particularly in the appropriation sensitivity, of America in an age of many inexpensive sources of competition, it must extend the development of those of its services that are distinctive, unique, and essentially valuable.—Clarence Sherman, "The definition of library objectives," in *Current issues in library administration*. (University of Chicago Press, 1939. \$2.00) p. 41.

MINNESOTA LIBRARY ASSOCIATION

Conference Notice

The Minnesota Library Association will hold its annual conference in St. Paul, October 3, 4, and 5, with headquarters at the Lowry Hotel. A tentative program will be sent to M.L.A. members as final plans are completed.

M. L. A. Committee Appointments

The following members of the Minnesota Library Association have been appointed by the Executive Board on the various committees given below:

Legislative	William P. Tucker, Chairman C. Irene Hayner Adelaide Rood Merle Lennartson Edna V. Steiner	Macalester College, St. Paul University of Minnesota Minneapolis Public Library St. Cloud Public Library Red Wing Public Library
<i>Sub-committee on Certification</i>	Alice Brunat, Chairman Rella E. Havens	Minneapolis Public Library St. Paul Public Library
Library Planning	Agatha L. Klein, Chairman H. P. Bradt Gertrude Glennon Margaret Leonard Raynard C. Swank Isobel V. Thouin	Library Division, St. Paul Martin Co. Library, Fairmont Stillwater Public Library Blue Earth Co. Library, Mankato University of Minnesota Hibbing Public Library
Membership	Margaret Meier, Chairman Mildred Bennett Mary Dyar Margaret E. Hauge Norma Johnson	Duluth Public Library Edina-Morningside Schools Minneapolis Public Library Bemidji Public Library General Mills, Minneapolis
Nominating	Lee F. Zimmerman, Chairman Eleanor Pfau Anita Saxine	Library Division, St. Paul Bemidji State Teachers College Winona Public Library
Convention Committees:		
<i>Convention Chairman</i>	Rella E. Havens	St. Paul Public Library
<i>Exhibits</i>	Ernest Johnson, Chairman	Minneapolis Public Library
<i>Publicity</i>	Sarah Wallace	Minneapolis Public Library
<i>Registration</i>	Marion Phillips	Minneapolis Public Library
Other Convention Committees will be named later.		

SECTION CHAIRMEN

Catalog	Anne Carroll (Acting)	Minneapolis Public Library
Children's and Young People's	Elinor Walker	St. Paul Public Library
College	David R. Watkins	St. Thomas College, St. Paul
County	Margaret Leonard	Blue Earth Co. Library
Reference	Harold R. Russell	University of Minnesota
Small Public Libraries		
Trustees	D. L. Grannis	South Saint Paul

S A L M A G U N D I

National Relations Program

As a result of the Library Development Fund the A.L.A. has established a public relations office in Washington with Paul Howard as Director. The purpose is to create general public awareness of aspects of library service which may be affected by federal legislation or regulation, and of needs which can be met in whole or in part by federal actions. To enlist the support of groups or individuals whose informed opinion is valuable to libraries.

Specific objectives of its publicity program are:

- Interviews with and letters to Congressmen and other government officials.
- Resolutions by library and other organizations.
- News stories and especially editorials in local papers.
- Creation of a local groundwork of awareness and understanding of the national library program.
- Encouragement of state and local action to implement legislation or regulations.

The Washington office will assume the initiative for procuring support of important national organizations, provide factual information for releases and other publicity, and communicate with state representatives on organization of political action within the states.

The various states will assume responsibility for placement in various publicity channels, of news releases, radio spots, and other material. Also the organization of state citizen support through groups like the A.A.U.W. or through individuals.

To achieve these aims committees made up of four people have been appointed in each state: (1) A coordinator to serve as chairman of the state committee; to develop library and citizen support; to plan for action and to see that machinery is organized to make the plans effective; (2) a publicity manager, appointed by the coordinator to organize and develop efficient publicity channels through local libraries, state and local papers and radio stations; (3) president of the state library association to serve

as consultant and organize the support of the state association; and (4) the director of the state agency to serve also as a consultant, supply needed information on state library conditions, and provide communications with libraries.

In Minnesota the Committee consists of Lucille Gottry, Rochester, Coordinator; Ione Nelson, Library Division, publicity manager; Emily Mayne, Fairmont M. L. A. president, and Lee Zimmerman, Library Division.

Library Demonstration Bill

A public library service demonstration bill was introduced in both houses of Congress on March 12. The purpose of this bill is (1) to provide demonstrations of adequate public library service to the people now without it or those inadequately served; and (2) to provide means for studying various methods of providing public library service primarily in rural areas.

Provision of the bill:

- State Library Agencies may submit plans for use of federal funds in demonstrating library service primarily in rural areas. These plans are to be drawn entirely by the state agencies and need not be uniform throughout the country.
- Two types of plans may be submitted; one calling for a basic demonstration using \$25,000 per year for four years in each state, financed entirely by federal funds; or an expanded plan may be added to this which would allow states to match an additional \$25,000 to \$50,000 of federal funds annually for four years.

On April 24th Emily Mayne, president of the Minnesota Library Association, accompanied by Mrs. D. L. Grannis, South St. Paul board member, and Ethel Berry, Hennepin county librarian, interviewed Congressman Judd in Minneapolis to urge his support of the bill. Mr. Judd evinced favorable interest but was uncertain whether it would be acted upon at this session of the Congress.

Surplus Property Agency

Governor Thye has appointed the State Board of Education to be the State Educational Agency for Surplus Property. Dean M. Schweickhard, the Commissioner of Education, is the Executive Officer.

It is recommended that libraries which have not already done so submit a list in *triplicate* of equipment, furniture, supplies and other needs for which funds will be available to purchase those items on the 40% discount from the appraised value, currently being offered to eligible educational institutions by the War Assets Corporation.

The State Educational Agency, through the field representative, Oscar S. Glover of the U. S. Office of Education, will present these needs to the War Assets Corporation, both in Minneapolis and Chicago, and urge that declarations covering these items be frozen and offered under special listings as they become available to eligible institutions.

In preparing a list in triplicate the following form letter might be used:

Mr. Dean M. Schweickhard, Executive Officer

State Education Agency for Surplus Property

301 State Office Bldg.
St. Paul 1, Minn.

In accordance with your memorandum of March 15, 1946 for the presentation of a list of needs by institutions, to be transmitted by the field representative to the War Assets Corporation, we are submitting a request for the following items:

Would you please hold and advise the above institution if or when available?

Sincerely yours,

The LIBRARY DIVISION has already submitted to this agency the supply and equipment needs of those libraries which previously sent us their lists before the Surplus Property Agency was set up. Additional requests should be made through Mr. Schweickhard.

Surplus Camp Libraries

Minnesota will be eligible for 26,000 books out of each million surplus army camp library books under a plan for their disposal adopted by the War Assets Administration. When army camps are dis-

banded or reduced in size, libraries will be turned over as units, complete with books, catalogs, furniture and equipment to local communities or state library extension agencies for use in reducing the existing deficiencies of community library service within the states.

The plan which has been adopted is based on proposals submitted last year by the American Library Association. It calls for distribution to states on the basis of rural population. Each state will be eligible for a percentage of surplus army camp library property roughly equivalent to its percentage of the country's total rural population. In the case of Minnesota, this means 2.4%.

Applicants for library units will submit plans for use of the surplus material to the U. S. Office of Education, and will get a 40% discount on the estimated fair value of the property. Funds thus collected are expected to cover government expenses in connection with the disposal of the libraries. These libraries shall be available on a "where is" and "as is" basis. That is, transportation must be furnished by the purchaser and they must be accepted in their current condition.

The present highly developed army library system has provided camps with typical community book collections such as the men might have used in their own home towns. With the rapid expansion of camps, army libraries have grown, and in some large centers have as many branches as library systems in good size cities.

Kandiyohi County Movement

The Kandiyohi County Library Association was formed at the Willmar city auditorium on March 9, 1946. Lee Zimmerman, head of the State Library Division, was present and spoke on the county library, its functions and organization. He pointed out how a voluntary group of rural citizens could organize effectively and outlined a program of action. Officers were elected at this meeting: Mrs. Willard De Ruyter, president; Mrs. H. C. Feig, Raymond, vice president; Mrs. Lester C. Bangtson, Kandiyohi, secretary; Mrs. Sig Simpson, Spicer, treasurer.

At a subsequent meeting the question, "Shall we bring the library question to a

vote this fall or conduct an educational information campaign for two years as suggested by Mr. Zimmerman," was discussed. It was decided to intensify a publicity campaign immediately and vote on the issue in November. Mrs. Joe Birkemeyer, Route 3, Willmar, was named publicity chairman.

Organizations represented at the meetings held so far have been: Willmar Chamber of Commerce, P.T.A., 4H Clubs, Farmers Clubs, Willmar Library Board, Kandiyohi Library Board, County Health Board, R.E.A., County Fair Board, Rural School Teachers, County superintendent, League of Women Voters, Civic Clubs, County ministers.

Personnel

- Glenn Lewis, who for many years served as Reader's Advisor and later as librarian of the main library has been appointed librarian of the Minneapolis Public Library succeeding Carl Vitz.

- Adra M. Fay, formerly head of the branch department has been appointed assistant librarian of the Minneapolis Public Library.

- Edward B. Stanford following his return from overseas duty has been appointed Assistant Librarian of the University of Minnesota. Dr. Stanford is a graduate of Dartmouth College, 1932 and the University of Illinois Library School, 1934. He holds a Master's degree from Williams College, 1939 and the Ph. D. degree in Library Science from the University of Chicago, 1942.

Dr. Stanford is already well-known to some Minnesota librarians having spent some time on field trips out in the state in 1941 to study at first-hand the LIBRARY DIVISION's Extension project under the W.P.A. The result of his study is published under the title *Library Extension under the WPA* in which the Minnesota project is fully appraised.

- Russell F. Barnes has succeeded Gertrude Krausnick as librarian of the Minnesota Historical Society Library. Mr. Barnes is a graduate of Miami University, Ohio, and took his library work at Columbia University. Prior to coming here April 1, he was on the library staff of New York University.

For New Trustees

This is to remind public librarians that the Library Division has a number of copies of the book "The Library Trustee," prepared for the Trustees Section of the American Library Association by Anna G. Hall.

This book may be aptly termed a trustee's "bible" and should be placed in the hands of every new trustee appointed to the library board for the first time. The Division will loan copies of this book to any library requesting them, although all libraries should purchase one or more copies for their own collections.

Correction

Due to an error by the Library Division, the total county circulation of books for the Virginia area of St. Louis County during 1945 was reported as 13,281. The correct total should be 33,281. We extend our apologies to Virginia.

Range Meeting

The Range Trustees Library Association held its spring meeting in Virginia Wednesday evening, April 24, at the Recreation Building.

Guest speaker was Russell Schunk who made a stimulating address. A condensed version of his talk is published elsewhere in this issue. Mrs. Edward Lahay of the Virginia library board was toastmistress and Mrs. Emil Ahola, president of the Association presided at the business meeting following the dinner.

New officers are: M. J. Welch, Buhl, President, and Earle Clarke, Vice President.

Arrowhead Meeting

The spring meeting of the Arrowhead Library Club was held in the club rooms of the Buhl Public Library at 10:30 A.M., May 23. Twenty members from ten libraries attended.

Mary Alice Homes of Virginia, president of the Club, presided. Following a 1 o'clock luncheon served in the library, Mrs. C. A. Nickoloff of Hibbing gave a dramatic reading from the Pulitzer prize play, "State of the Union." The fall meeting will be held in Coleraine.—Helen Y. Prall, Secretary.

Regional Institutes

The Minnesota Library Association and the LIBRARY DIVISION are sponsoring two library institutes for librarians, library board members and interested citizens. One will be held in Redwood Falls, June 4 and the other at Preston, June 6.

The workshops are planned to provide administrative guidance and information for librarians and trustees. Margaret Leonard, Blue Earth County librarian and Agatha Klein of the Library Division, will direct both institutes.

These two institutes are the first in a series to be held annually throughout the state in the event that they are well-attended and supported by librarians.

Joint Meeting

The Twin City Library Club and the Minnesota Chapter of the Special Libraries Association held a joint dinner meeting Wednesday evening, April 10, 1946, at the Women's City Club in St. Paul. 109 members and guests of the two organizations were present. Miss Ruth Jedermann, President of the Special Libraries group, presided and introduced Dr. Edward Stanford, new assistant librarian of the University of Minnesota Library, Mr. Russell F. Barnes, new librarian of the Minnesota Historical Society Library, and Mr. Glenn Lewis, new librarian of the Minneapolis Public Library, who was guest of honor.

After Miss Helen K. Starr explained the origin of the policy of the James J. Hill Reference Library and gave a short resumé of its history, those present adjourned to the Hill Reference Library for a visit.

Library Development Fund

April 1, 1946

	A.L.A. Membership By States	No. of Contributors By States	Per Cent of Goal Reached		A.L.A. Membership By States	No. of Contributors By States	Per Cent of Goal Reached
Alabama	88	41	54	Montana	46	19	43
Arizona	45	37	37	Nebraska	124	127	78
Arkansas	72	122	135	Nevada	12	15
California	1,046	600	80	New Hampshire....	98	27	47
Colorado	177	19	43	New Jersey.....	467	158	63
Connecticut	251	127	60	New Mexico.....	55	49	115
Delaware	45	37	74	New York.....	1,912	425	54
District of Columbia	476	63	49	North Carolina....	289	185	94
Florida	187	36	39	North Dakota	47	64	122
Georgia	167	76	94	Ohio	947	986	107
Hawaii	55	3	126	Oklahoma	93	39	49
Idaho	39	25	59	Oregon	175	151	119
Illinois	1,111	231	38	Pennsylvania	743	113	43
Indiana	411	296	71	Puerto Rico	8	1	115
Iowa	230	217	125	Rhode Island	90	10	33
Kansas	182	113	51	South Carolina....	104	115	88
Kentucky	144	117	75	South Dakota....	48	34	60
Louisiana	200	117	139	Tennessee	259	53	59
Maine	76	28	41	Texas	377	483	116
Maryland	254	7	72	Utah	56	4	148
Massachusetts	750	263	46	Vermont	56	81	105
Michigan	811	510	119	Virginia	260	61	43
Minnesota	407	320	98	Washington	243	203	149
Mississippi	69	78	115	West Virginia	91	71	117
Missouri	306	323	114	Wisconsin	374	154	45
				Wyoming	26	14	64

BOOKS AND PAMPHLETS

Books for Home Planners

Compiled by Rella E. Havens

Many titles of varying merit on home building are beginning to flood the market. The following list of books has been compiled from the point of view of presenting the best general information currently available. Books on interior decoration have been included since it is highly desirable to plan the decoration and furnishing of the home simultaneously with its physical features. Titles on remodeling and repair have also been included due to the great urgency of the times.

New Ideas for Homes

- Creighton, T. H. *Planning to build*. Doubleday. 1945. 2.50. The thesis of this book in which the author analyzes building materials is that your house will be what you make it of.
- Dean, J. P. and Breines, Simon. *The book of houses*. Crown. 1946. 2.00. In this collaboration, the authors have tried to fuse their experience in two different fields of specialization: the extended research of the one in the economics and sociology of home ownership; and the day-to-day experience of the other as a practicing architect.
- Dalzell, K. W. *Your new home*. Malba bks. 1946. pa. .50. One of the best of the many inexpensive booklets published to date. The plans for both traditional and contemporary houses are the work of a reputable architect.
- Dunham, C. W. and Thalberg, M. D. *Planning your house for better living*. McGraw. 1945. 4.00. Practical book for the prospective home owner containing valuable information on plumbing, heating, construction, etc. For the home planner who may not be ready to "go modern" all out but who still wants the utmost in comfort, beauty, convenience, and up-to-date equipment.
- Ford, James and Ford, Mrs. Katherine. *The modern house in America*. Architectural bk. 1940. 5.00. The purpose of this volume is "to call attention to a movement which we believe to be of deep significance both to architecture and to life, to show it in its international perspective but with reference to America's contribution, and to make some of its potentialities known to home builders as well as to architects."
- Gillies, M. D. and others. *Let's plan a peacetime home*. Surface combustion corp. 1945. 1.00. A refreshing presentation of home planning which will have popular appeal.
- Johnstone, B. K. and others. *Building or buying a house*. McGraw. 1945. 2.75. A guide for prospective home owners which takes up every aspect of the subject: Financing, Site selection, Plan analysis, Judging house construction, Cost analysis, Services of the architect and the contractor. It is authentic and up-to-date and should be read by every one anticipating buying a home.
- Koues, Helen. *How to choose, plan and build your own house*. Tudor. 1946. 1.25. A popular guide to the building of all types of houses. Contains 365 photographs of homes in every section of the country.
- Nelson, George and Wright, H. M. *Tomorrow's house*. Simon. 1945. 3.00. This is the best book published during the past year on modern ideas of planning a home. Such chapter headings as Sound conditioning, Solar heating, and Organized storage give an indication of the new approach to planning. There are many illustrations. Excellent guide for the "modern minded."
- Ramsey, C. G. and Sleeper, H. R. *Architectural graphic standards*. Wiley. 1941. 6.00. An indispensable book giving the measurements of all details going into

- the construction of buildings. Originally written for architects, but can be most useful to home planners. Well indexed.
- Sooy, L. P. and Woodbridge, Mrs. Virginia. *Plan your own home*. Stanford univ. press. 1940. 2.95. A very general book giving the basic principles of home planning beginning with the analysis of the building sites to the selection of furnishings for individual rooms. A new revised edition of this book has been announced.
- Townsend, Gilbert and Dalzell, J. R. *How to plan a house*. American technical society. 1942. 4.50. The emphasis here is more on the construction of the home than on the floor plans. Such subjects as heating, plumbing, insulating, etc. are discussed thoroughly.
- Waugh, Alice. *Planning the little house*. McGraw. 1939. 2.75. Non-technical advice for the home planner. Several chapters devoted to the planning of individual rooms. Includes examples of historic homes which have influenced style in the United States today.
- Williams, P. R. *New home for today*. Murray & Gee. 1946. 3.00. pa. 2.00. This volume should be even more popular than the author's first book. In addition to plans for houses both large and small, plans for two duplexes, some ranch homes and vacation homes are included. There are also some interior views.
- Williams, P. R. *Small home of tomorrow*. Murray & Gee. 1945. 3.00. pa. 2.00. House plans suitable for California. Will interest those who follow new trends in architecture and will suggest ideas which are adaptable elsewhere.
- Wills, R. B. *Better homes for budgeteers*. Architectural bk. 1941. 3.00. "This book will help you to guard your practical and artistic interests in the important matter of house-building by formulating your ideas and showing you what your budget apportionment can achieve in the hands of an accredited architect."
- Wills, R. B. *Houses for good living*. Architectural bk. 1940. 4.00. The author has achieved national recognition as a designer for homes of the traditional type. This volume contains pictures of 34 houses together with general information.
- Wills, R. B. *Houses for homemakers*. Watts. 1945. 2.50. pa. 1.00. Sketches and floor plans for fifty houses of varying price range. Includes ten pages of details and one hundred "hints for home builders."

Remodeling and Repairing

- Better homes and gardens. *New ideas for remodeling your home*. Meredith. 1945. pa. 1.00. A very useful volume. It gives examples of modernizing old houses both inside and out. The conversion of attics into living quarters is a popular feature.
- Dalzell, J. R. and Townsend, Gilbert. *How to remodel a house*. American technical soc. 1942. 4.75. A thorough presentation of the subject of remodeling. It is especially useful to builders, students and home owners. Very informative but not easy reading.
- Eberlein, H. D. and Tarpley, D. G. *Remodeling and adapting the small house*. Lippincott. 1933. 2.50. A reissue of this title which has been out-of-print. It gives practical suggestions for remodeling the small home. Contains 127 illustrations.
- Hawkins, J. H. *Your house; its upkeep and rejuvenation*. Barrows. 1943. 2.50. Practical handbook on the right way to make your own repairs on your house.
- Whitman, Roger. *First aid for your ailing house*. Whittlesey. 1946. 2.50. This volume has been of sufficient value to revise several times, the 4th revised edition having been announced. It includes information on substitutes for the building materials that are now on priority lists.

Plan Services

- Architects home plan institute. *Northwest homes*. Author. 1945. 1.50. The plans presented in this volume are the work of several architects from the Twin Cities. This is a very good service available for houses of modern design suitable for this area.
- Better homes and gardens. *New ideas for building your home*. Meredith. 1946. pa. 1.00. With few exceptions this volume contains all the plans issued formerly in *Home plans book A* and *book B* issued last year. In addition there is considerable text on the problems of building. This is an inexpensive plan service.

- Brown-Blodgett Co., St. Paul. *New era houses*. Author. 1945. pa. .75. Reputable architects were engaged to design the house plans included in this volume. The architectural styles shown on the whole are traditional although some have modern adaptations. This volume is far superior to former books issued by this firm.
- Garlinghouse, L. F., Co., Topeka, Kansas. *America's best low-cost homes*. Author. n.d. pa. 1.00. This plan service is included since it illustrates the type of house usually built for speculation. The home owner should seek the advice of a reputable architect or contractor for suitability of plan for a given locality.
- Group, Harold E., ed. *House-of-the-month book of small houses*. Garden city. 1946. 2.50. A book of plans of popular priced small houses designed by foremost architects to comply with the F.H.A. requirements. Blueprints and specifications for these houses can be obtained at a nominal cost.
- Weyerhaeuser sales co. *4-square book of homes*. Author. 1942. pa. .50. Outstanding architects were commissioned by this lumber company to design houses which could be built from stock dimensioned lumber. The book is a worthy addition to a home planners' library.
- Interior Treatments**
- Burris-Meyer, Elizabeth. *Decorating livable homes*. Prentice-Hall. 1945. 5.00. This will acquaint the patron with the basic facts concerning the materials of decoration and the processes by which these materials may be used to achieve the desired effects in a livable home.
- Ford, James and Ford, Mrs. Katherine. *Design of modern interiors*. Architectural bk. 1942. 5.00. This book stresses the relationship between contemporary furniture design and modern architecture and shows how to achieve economy of space by the use of modern functional furniture.
- Gillies, M. D. *All about modern decorating*. Harper. 1942. 4.00. The ideas on decoration and furnishing in the modern manner are good. There are several colored plates included. The book is very easy to read, to understand, and to apply.
- Hunt, Peter. *Peter Hunt's workbook*. Ziff-Davis. 1945. 4.00. A presentation of methods, designs, techniques and instructions on how to achieve striking effects in the remodeling of old, second-hand furniture. Peter Hunt is a well known name in the furniture field through the Peter Hunt Peasant Village Workshop.
- Koues, Helen. *How to be your own decorator*. Tudor. 1945. 1.00. A popular treatment of interior decoration.
- Maas, Carl. *Common sense in home decoration*. World pub. co. 1938. 1.69. A help for everyday home furnishing problems. The only styles discussed are those that are readily available in reproduction. Maintenance problems are included.
- Parker, K. P. *Decorating your home*. Heck. 1946. 2.00. A rather slight volume on home decoration but one that will be popular.
- Patmore, Derek. *Colour schemes and modern furnishings*. Studio. n.d. 5.00. This volume is made up of the best of two books: *Color schemes for the modern home* and *Modern furnishing and decorating*. Seventy schemes and colour combinations representing the work of the best artists in interior decorating.
- Picken, M. B. *Sewing for the home*. Harper. 1941. 3.50. Gives step-by-step directions and illustrations for making curtains, slip covers, etc. A new edition has been announced.
- Storey, W. R. *Furnishing with color*. Studio. 1945. 5.00. Suggestions for blending and using colors to decorate the home in a modern manner. There are 16 pages in full color and 200 other illustrations of the latest trends.
- Terhune, F. B. *Decorating for you*. Barrows. 1944. 3.75. A good basic book on home decoration from the traditional point of view with a little consideration given to modern designs.
- Extensive research on homes is being conducted by The Small Homes Council of the University of Illinois. Its circulars are available free of charge.
- Inclusion of a few popular magazines will tend to keep the collection up-to-date.

Books and Films from A. L. A.

New Rue Index FIRST SUPPLEMENT to Subject Index To Books For Primary Grades

Indexes, by small subjects alphabetically arranged, over 225 titles published from late 1942 through early 1946. Of the books analyzed, two-thirds are of the non-reader or trade book type. Books for first and second purchases are indicated, and symbols denote the various types of readers and identify rhythm books, picture books, story books, etc. References are graded. Rue indexes save time and energy in working with children and children's books, help to make maximum use of the book collection. May, 1946. 84p. \$1.25 (*Basic index*, 1943, is \$2.50—both volumes for \$3.00)

Film on Regional Library Service LIBRARY ON WHEELS

Interprets the rural library idea. Produced by the National Film Board of Canada with aid of library groups. Distributed in the United States by A.L.A. Shows how cooperative action answers the ever-growing demand for books. Some possibilities for its use: in county and regional library campaigns; as propaganda material for library extension agencies and associations; in community and club meetings, and talks; in school classes and assemblies; in recruiting; in developing interest in libraries. Black-and-white, 16mm sound. Running time, 13 minutes. \$37.50 each print, prepaid. (10% discount to libraries and schools)

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Other Indexes for Libraries and Schools

SUBJECT INDEX TO BOOKS FOR PRIMARY GRADES

Basic Index. Indexes more than 500 commonly-used primary books and readers through third grade. About 250 are of non-reader or trade book type. 7700 entries; 1500 subjects. 1943. 271p. \$2.50 (With new *Supplement*, both volumes for \$3.00)

SUBJECT INDEX TO BOOKS FOR INTER- MEDIATE GRADES

1300 books (800 trade or non-reader type, 500 textbooks) under 3000 subjects common to grades 4 to 6 throughout the country. 20,000 entries. 1940. 560p. Cloth, \$4. (*Supplement*, 1943, 197p. cloth \$2.50—both volumes for \$5.)

SUPPLEMENT TO SUBJECT INDEX TO BOOKS FOR INTERMEDIATE GRADES

Analyzes 600 books published since 1940. 2500 subjects, 6000 entries. 1943. 197p. Cloth, \$2.50. (In combination with basic index, \$4—both volumes for \$5.)

SUBJECT INDEX TO READERS

Nearly 4000 references to 283 commonly-used readers (pre-primer through third grade) indexed under 1000 subjects. 1938. 192p. Cloth, 75c.